## JAMES M. MARLOWE ELEM. SCHOOL Title I, Part A Parental Involvement Plan

I, Hilda Martin , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the schoolís parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** |

**Involvement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Marlowe Elementary School believes in involving parents in all aspects of its Title I programs. Both the Student Advisory Council (SAC) and Parent-Teacher Organization (PTO) will include parents who provide input for the SIP and PIP, the use of parental involvement funds, and acquisition of relevant resources. Members of the SAC and PTO are determined through an annual school-wide election. During SAC meetings, the committee will have the opportunity to decide how parental involvement funds will be used. Parents may request additional support either directly through their child's teacher or the principal. Parent surveys will be completed following activities to collect input from parents on activities, trainings, and materials provided to help their children succeed. These surveys will be reviewed and used to guide future activities and serve as input for future resources. |

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Individuals with Disabilities Education Act (IDEA) | Supplemental instructional support provided by Title I will be discussed with parents during the development of each student's IEP. |
| 2 | Title III | The school will offer English language learners the opportunity to participate in an online learning program through Imagine Learning. |
| 3 | Youth and Family Alternatives | The school will coordinate with Youth and Family Alternatives to provide training and resources for parents. |
| 4 | PreK and PreK VE | Coordination with District Headstart Program and ESE Department ensure these programs are properly staffed and provided for to meet student and family needs. |

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the schoolís Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts, and presentation materials that address the required components | Principal | September 2016 | Copies of agenda and presentation |
| 2 | Develop and disseminate invitations | Secretary | September 2016 | Newsletter, School Marquee, and website |
| 3 | Advertise event | Secretary | September 2016 | Newsletter, School Marquee, and website |
| 4 | Develop sign-in sheets | Secretary | September 2016 | Sign-in sheets for meeting and individual classrooms |
| 5 | Maintain documentation | Secretary | September 2016 | Title I documentation will be housed in the front office |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| **Response:** The leadership and staff of Marlowe Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. We will provide varied meeting and training times throughout the school year by scheduling morning, afternoon, and evening activities. Teachers will be available before, during, and after school for parent conferencing. The parent resource center will be available on a daily basis in order to allow parents to come at a time that is convenient. Parent activities will be advertised at the beginning of each month in the newsletter to allow ample time for parents to make arrangements to participate if desired. Records and surveys from parent activities will be maintained. |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their childís academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Family Breakfast Series | Guidance | Content specific sessions will be provided for parents. Information will include grade level appropriate strategies parents can use at home. | October - April | Sign-in sheets, handouts, agendas, presentation materials, and survey forms |
| 2 | Meet the Teacher Day | Principal and Assistant Prinicpal | Increase Parental Involvement to support student success | August | Sign-in sheets, registrations |
| 3 | Cookies and Milk with Santa | Principal and Assistant Principal | Increase Parental Involvement to support student success | December | Sign-in sheets |
| 4 | Volunteer Orientation | Assistant Principal | Parents who are registered volunteers will gain knowledge regarding how volunteer involvement can support student success. | September | Sign-in sheets, handouts, agendas, presentation materials, and survey forms |
| 5 | Assessments discussed during individual conferences | Classroom teachers | Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the school year. | August - October | Conference logs |
| 6 | Winter and Spring Concerts | Music Teacher | Practices and performances encourage students to strive for excellence in their work and give families a sense of pride and connection | December and April | Student and Parent Participation, Programs |
| 7 | Open House & Title I Meeting | Principal | Increase Parental Involvement to support student success | September | Sign-in sheets and presentation materials |
| 8 | Kindergarten Mother's Day Tea | Kindergarten Team Leader | Increase Parental Involvement to support student success | May | Sign-in sheet, student presentations |
| 9 | Boo Hoo Breakfast for Kindergarten | Guidance | Increase Parental Involvement to support student success | August | Sign-in sheets, student school attendance |
| 10 | PTO Meetings | Principal and Assistant Principal | Increase Parental Involvement to support student success | August - May | Sign-in sheets, agendas, minutes |
| 11 | McDonald's Nights | Principal and Assistant Principal | Increase Parental Involvement to support student success | September - May | Sign-in sheets |
| 12 | Classroom Teacher Conference Nights | Principal and Assistant Principal | Teachers will share with parents activities and strategies that can be provided at school and home to increase skills in areas of academic need. | September - May | Sign-in sheets, handouts |
| 13 | Reading Under the Stars | LD Coach | Content specific sessions will be provided for parents. Information will include grade level appropriate strategies parents can use at home. | October - May | Sign-in sheets, handouts, agendas, presentation materials, and survey forms |
| 14 | STEM Night | ICT Coach | Content specific sessions will be provided for parents. Information will include grade level appropriate strategies parents can use at home. | March | Sign-in sheets, handouts, agendas, presentation materials, and survey forms |
| 15 | Family Hoedown | Principal and Assistant Principal | Increase Parental Involvement | November | Sign-in sheets, activity map and sign-up |
| 16 | PACK Pride Parent Night | Principal and Assistant Principal | Increase Parent Involvement/Content specific session | September- October | Sign-in sheets, handouts, agendas, presentation materials, and survey forms |
| 17 | Skate Night | Principal and Assistant Principal | Increase Parent Involvement | January | Permission Slips |
| 18 | Spring Dance | Principal and Assistant Principal | Increase Parental Involvement | April | Student and Parent Participation, Programs |
| 19 | Parent Academies by Different Grade Levels | Classroom Teachers | Content specific sessions will be provided for parents. Information will include grade level appropriate strategies parents can use at home. | September - May | Sign-in sheets, handouts, agendas, presentation materials, and survey forms |

**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Overview, Parent Involvment, Volunteer staff training | Assistant Principal/Secretary | Improve the ability of the staff to work effectively with parents by providing examples of best practices for parental involvement. | August | Sign-in sheets, handouts, agendas, and presentation materials |
| 2 | Bullying Training | Guidance | Improve the ability of the staff to communicate behavioral expectations to parents. | October | Sign-in sheets, handouts, agendas, and presentation materials |
| 3 | PACK Pride/Growth Mindset | Principal and Assistant Principal | Improve the ability of the staff to communicate behavioral expectations to students and parents. | August- May | Agenda, handouts, school-wide visuals and recognition |
| 4 | Volunteers and Business Partners | Principal/Secretary | Improve the ability of the staff to communicate behavioral expectations to students and parents. | August | Sign-in sheets, handouts, agendas, and presentation materials |

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

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| **Response:** Monthly newsletters will be sent home in both English and Spanish. Newsletters will include specific suggestions of strategies for student success. A Parent Resource Center, containing relevant information and materials for check-out, will be maintained in the media center. Teachers, administration, and parents will use the Home and School Agreement for Success to document school and family involvement in ensuring success for each child's education. |

**Communication**

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parentsí comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response:** At the annual meeting of parents in September, Marlowe Elementary will hold a general meeting where information will be presented about the Title I programs, the curriculum, and academic assessments. Parents will learn about the school-wide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Parents will receive information regarding opportunities for involvement, decision-making for their child, the PIP, and home-school communication procedures. At the time of this meeting, parents will also have the opportunity to visit classrooms. Teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help at home. The same information will be provided in the school newsletter for all parents who are unable to attend. Teachers will maintain sign-in sheets and provide a copy to the principal who will also maintain documentation on the dissemination of information, distribution methods, and timelines. If a parent is unsatisfied with the school-wide program under Section 1114(b)(2) they will be asked to provide their comments to the principal who will then share them with the District Office.    When requested by parents, teachers and administration will be available for meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their child. Teachers will have opportunities to communicate student progress using academic testing results, portfolio reviews, progress reports and report cards. |

**Accessibility**

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

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| **Response:** The PIP will be summarized and sent home to families in both English and Spanish. The summary will outline the major components of the policy and will offer to provide a hard copy upon request. In addition, hard copies will be available in the office. The complete PIP will be posted on Marlowe Elementary's website. In addition a Marlowe Website and Facebook account is available to post event updates.     Written communication will be provided for parents in English and Spanish. Translators, as available, will be at all parent meetings and in the school office to ensure that parents are able to fully participate in parent meetings. If languages other than Spanish are needed, the school will contact the necessary personnel to make the the translation. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English.     The school newsletter will be distributed monthly in English and Spanish, our most frequent languages. Our ESOL Instructional Assistant is available to translate for families as needed. All meetings and events are held at handicapped accessible locations. We will provide information and assistance to the parents/family members with disabilities as needed. |

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

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| [Uploaded Document](fileUploads/510065_2016-2017_uploadEvidenceParentInput.docx" \t "_blank) |

**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](fileUploads/510065_2016-2017_uploadCompact.docx" \t "_blank) |

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.

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| [Uploaded Document](fileUploads/510065_2016-2017_uploadCompactEvidence.docx" \t "_blank) |

## Evaluation of the previous year's Parental Involvement Plan

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Breakfast series- Takes a Village | 4 | 85 | Parents learned positive parenting and support skills for their children |
| 2 | Science Nights | 2 | 20 | Parents received resources and information to support children with STEM project. |
| 3 | Grade Level Conferences and Data Nights | 2 | 30 | Student data binders were shared with parents in order to review student growth. |
| 4 | Annual Title 1 | 1 | 360 | Parents learn about Title 1 |
| 5 | Hoe Down | 1 | 150 | Building positive home/school relationships results in the likelihood of student success. |
| 6 | Kindergarten Holiday Event | 1 | 23 | Building positive home/school relationships results in the likelihood of student success |
| 7 | Skate Night | 1 | 120 | Building positive home/school relationships results in the likelihood of student success |
| 8 | Spring Family Dance | 1 | 150 | Building positive home/school relationships results in the likelihood of student success |
| 9 | Kindergarten Mothers Day Tea | 1 | 30 | Building positive home/school relationships results in the likelihood of student success |
| 10 | Cookies N Milk | 1 | 150 | Building positive home/school relationships results in the likelihood of student success |
| 11 | McDonald's Night | 5 | 200 | Building positive home/school relationships results in the likelihood of student success |
| 12 | Reading Under the Stars | 1 | 100 | Building positive home/school relationships results in the likelihood of student success |
| 13 | Parent Academies by Different Grade Levels | 10 | 110 | Parents received resources and information to support children with academic content. |
| 14 | Dairy Queen Night | 1 | 76 | Building positive home/school relationships results in the likelihood of student success |
| 15 | Field Day | 1 | 103 | Building positive home/school relationships results in the likelihood of student success |
| 16 | 1st Grade Ice Cream Social | 1 | 18 | Building positive home/school relationships results in the likelihood of student success |

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title 1 overview, Parent Involvment, Volunteer staff training | 2 | 85 | Staff awareness increased positive impact of parent involvement. |

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Parent Resource Center is not being used regularly by parents. | Updating resources to match units of study. |
| 2 | Lack of access to Parent Resource Center. | Creating a portable version of the parent resource center. |

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous schoool year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 | Increasing Parent Participation | Engaging parents in grade level parent academies. |